

Key Vocabulary:

Adaptation, camouflage, cold, hot, dry, environments, animal, nocturnal, diurnal, organism, condition, marine, mammals, fish, deep-sea, echolocation.

Prehistoric, Stone Age Bronze Age, Iron Age, Archaeologists, artefact, Palaeolithic era, Mesolithic era, Neolithic era, Stonehenge, cairns, stone circles, hillforts, nomadic, migrated, Ice Age, extinct and historians.

Relationships and Health Education:

Personal Relationships help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.

RE: as theologians, we will:

Find out about -Christian family's journey with Jesus. Make links to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them. Able to use a developing religious vocabulary to give reasons why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used.

Art: As artists, we will:

Telling Stories Through Drawing & Making

Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.

BIG Question: How does life in prehistoric times influence our lives today?**Practise at Home:**

Children are expected to read EVERY night. They are now expected to know their times tables (2, 5, 10, 3, 4, 8) if they don't, they must continue to practise.

As Musicians, we will:

Children will be composing using their imagination.

DT: As designers, we will:

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Science: As scientists, we will:

- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation.
- Define an adaptation and understand that adaptations are not a 'choice'.
- Learn a range of common adaptations.

**English: As readers and writers, we will:**

Learn about the story of 'Rumpelstiltskin' and how to create a story map.

Write a persuasive letter to both Rumplestiltskin and Mrs McDonald.

Read the book 'Apes to Zebras'

**PE: As athletes, we will:**

Children will be learning gymnastics and netball.

Maths: As mathematicians, we will

Multiplication and division:
In this unit children will develop their understanding of the multiplicative properties of numbers. This unit follows their learning about multiplication and division and precedes their work on money.

History: As historians, we will:

- Learn that people have been living in Britain for a very long time.
- Learn about the changes that occurred between from Prehistoric Britain and study the Features of and developments within the Palaeolithic Era, Mesolithic Era and Neolithic Era.
- Investigate issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.

Enable
Support
Prepare
Nurture

